

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

University is a education after Senior High School. In university people study and practice what they learn for getting bachelor degree. In Indonesia there are many kinds of universities.

Muhammadiyah University of Surakarta is one of the Islamic Universities in Indonesia. Muhammadiyah University of Surakarta is located in Solo City, Central Java. Muhammadiyah University of Surakarta has twelve faculties, the students of university can choose one of many faculties. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education Faculty, which consists of nine departments. Department of English Education is one of departments in Teacher trainer and Education.

In English Department, students should follow the practice of teaching learning process that has been separated into three majors. The materials are linguistics, literature and teaching. Linguistics is the scientific study of language. Literature is used to describe anything from creative writing to more technical or scientific works. The last is teaching. In English Department teaching as follows: the first is TEFL (Teaching for Learners), the second is Microteaching.

Microteaching is a practice or training to teach for the students. The goal of Microteaching is to give confidence, support, and feedback to students, by letting the students try out among their friends. As many as 16 students participate in Microteaching class. One person takes the turn as teacher, and others are as students.

The students should master each material that they explain in Microteaching. In the original process, the students should prepare a short lesson usually 15-20 minutes for a small group of learners as their own students. When the students practice to teach the teacher is recording the

process, the teacher reviews and makes correction, improves and re-teach until desired result is achieved. The students can take Microteaching in six semesters.

Generally, in English Education Department. Teaching learning process used English language in the classroom, such as in Microteaching. The students used English language express their ideas, to explain the materials, to communicate and to share the materials that have to learn with their own students. In teaching learning process, communication is very important thing. In communication, language and speaking are major elements.

The students in the Microteaching class have produced speech spontaneously. In producing speech the students often make errors in their speaking. The students sometimes hesitate or stop in the middle of sentence for a moment to think the appropriate word be said next. And most of them do not prepare full planning before having speaks, especially in spontaneous speech. Actually, speaking is not easy thing.

Error is considered as an inevitable and positive part of that process” (Fauziati, 2009:168). It means the error is natural and positive process of learning. According to Clark and Clark (1977: 263) in Fauziati (2009), there are many kinds of errors. Those are: 1) Silent pause, 2) Filled pause, 3) Repeats, 4) Unretraced, 5) Retraced, 6) Correction, 7) Interjection, 8) Sutters, 9) Slip of tongue. As a result, there are many examples of errors, taken from Microteaching videos when the students practice teaching learning in Microteaching class, such as:

A : I have . . . (0,4 second) some exercises for you.

The type of the error of underlying part is silent pauses. In the sentence, the students “A” has difficulty to find the next word. The student is silent more than 0,4 second without producing any speech. The students show that they stop their speaking more than time of breathing, it shows that they are thinking and planning what they will say next word.

B : emmm/ I will play again this video.

The type of the error of the underlying part is filled pauses. The student “B” get trouble to find the intended word at the first. And he produces sound *emm* when he thinks simultaneously with speech. After he get intended word, he continues his speech by saying “*i will play again this video*”.

C : Turn on the stove switch – I mean the heater switch.

The type of the error of underlying part is correction. The student “C” wants to say “*The heater switch*”, but the student could not say that. And the student correted the sentence by continuing the word until she got the correct sentence.

D : a ai-ai-ai I will give you an example.

The type of the underlying part is stutters. In the sentence, the student get trouble to find the intended word “I”. The speaker repeats the vocal word “ai” before the student succces utter “I”.

Error occurs because of many reasons. First, the learners are nervous when they practice speaking. Their focus is disturbed by their nervousness. Second the learners have limited skill and vocabulary. Third is the speech errors which often occur when speakers are fatigue and a bit drunk. Usually in speaking “Speaker may make errors in sounds, word parts, word, and even sentence structure” (Fauziati, 2009: 77).

Based on the description, the researcher is interested to analyze errors in speaking English made by English Department students in Microteaching class of UMS. Because, according to the Microteaching videos, there are many kinds of error in speaking that happens in Microteching class made by the students. So, the researcher can analyze the type of errors. The researcher gives the title of this research “***Errors Analysis in Oral Production made by English Department Students in Microteaching Class at Muhammadiyah University of Surakarta.***”

### **B. Limitation of the Study**

In this study, the researcher limits the discussion on the error in oral production found by English Department Students in I class of Microteaching at UMS. The data are taken from the video of six semesters students practice at microteaching class.

### **C. Problem Statement**

Based on the reason on the background of the study, the researcher proposes three following problems:

1. What are the types of error made by English Department Students in Microteaching class at UMS?
2. What is frequency of errors made by English Department Students in Microteaching class at UMS?
3. What are the sources of errors made by English Department Students in Microteaching class at UMS?

### **D. Objective of the Study**

1. To describe the types of errors made by English Department Students in Microteaching class at UMS.
2. To describe the frequency of errors made by English Department Students in Microteaching class at UMS.
3. To describe the sources of errors made by English Department Students in Microteaching class at UMS.

### **E. Benefits of the study**

From the statement of the problem, the writer has some purposes of the research as follows:

#### **1. Theoretical Benefits**

Theoretically, the result of this study is expected to give contributions to the related fields. It is dedicated to the study of errors in oral production.

Hopefully this research will be benefit in the literature for studying English and as the reference theory.

## 2. Practical Benefits

Practical benefits from this research are as follows:

### a. Other Researcher

It will give contribution for other researcher who are interested in analyzing errors in Oral Production.

### b. The reader

It will increase the knowledge when the readers read this research about errors in Oral Production.

## **F. Research Paper Organization**

The outline of this research paper is arranged systematically. The following research paper organization consists of five chapters and each chapter is sub divided into further divisions. In brief the research paper organization can be arranged as follows:

Chapter I contains background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is the previous study and underlying theory.

Chapter III is research method. It covers of type of the research, object of the research, data and data source, method of collecting data and method of analyzing data.

Chapter IV is research finding and discussion. The research finding will be elaborated into four main parts. They are kind of type of speech error forms used by the students in Microteaching class, the dominant types of error in Oral Speech, and the sources of error in Oral Speech.

Chapter V is conclusion and suggestion. After chapter five, the writer presents bibliography and appendix.